



Physical Education, School Sport and Physical Activity (PESSPA) Policy

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Date Implemented:	September 2026	
Review date:	September 2027	

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1. Policy Statement

At Stanley Crook Primary School, we believe that Physical Education, School Sport and Physical Activity (PESSPA) are essential elements of every child's education. Through a high-quality curriculum and a wide range of enrichment opportunities, we aim to develop physically literate, confident and healthy pupils who understand the importance of leading active lifestyles throughout their lives.

We are committed to providing inclusive, enjoyable and challenging opportunities that enable all children to achieve their full potential regardless of ability, background or additional need.

This policy should be read alongside the school's:

- Curriculum Policy
 - Health and Safety Policy
 - Safeguarding and Child Protection Policy
 - SEND Policy
 - SEND Information Report
 - Equality Information and Objectives
 - Behaviour Policy
 - Educational Visits Policy
 - Supporting Pupils with Medical Conditions Policy
 - Accessibility Plan
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2. Aims

Our PESSPA curriculum aims to ensure that all pupils:

- develop competence across a broad range of physical activities;
 - are physically active for sustained periods of time;
 - engage in competitive sports and activities;
 - understand the importance of physical activity for physical and mental wellbeing;
 - develop resilience, teamwork, leadership and sportsmanship;
 - lead healthy, active lifestyles;
 - understand how to keep themselves safe during physical activity;
 - develop a lifelong enjoyment of sport and physical activity.
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3. Statutory Requirements

This policy reflects:

- The National Curriculum for Physical Education.
- The Early Years Foundation Stage (EYFS) Statutory Framework.
- The Equality Act 2010.
- The Children and Families Act 2014.
- The SEND Code of Practice (2015).
- Keeping Children Safe in Education (KCSIE).

- Department for Education guidance relating to physical education and sport.
 - Association for Physical Education (afPE) guidance.
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4. Entitlement

All pupils are entitled to access a broad, balanced and progressive programme of physical education in a safe, supportive and inclusive environment.

The school aims to provide:

- a minimum of two hours of high-quality curriculum PE each week;
- regular opportunities for physical activity throughout the school day;
- participation in intra-school and inter-school competitions;
- opportunities to develop leadership and teamwork skills;
- access to extra-curricular clubs and sporting activities;
- opportunities to participate in local festivals, competitions and events.

The school actively promotes the Chief Medical Officers' recommendation that children should participate in at least 60 minutes of physical activity each day.

5. Physical Activity Beyond PE

Stanley Crook Primary School promotes active lifestyles through:

- active playtimes;
- active learning opportunities;
- outdoor learning experiences;
- Forest School activities;
- active travel initiatives;
- extra-curricular clubs;
- School Games participation;
- inter-school competitions;
- sports festivals;
- wellbeing initiatives.

The school recognises the important role physical activity plays in supporting children's physical health, mental wellbeing, concentration and academic achievement.

6. Early Years Foundation Stage (EYFS)

Physical Development is one of the prime areas of learning within the EYFS Framework.

Provision includes opportunities for children to:

- be active and interactive;
- develop gross and fine motor skills;
- improve coordination, balance and agility;
- develop core strength and stability;
- use a range of large and small equipment safely;

- practise fundamental movement skills;
- build confidence and independence in physical activities.

Physical development is achieved through both continuous provision and planned teaching activities.

Early Learning Goals

By the end of Reception, children should demonstrate:

Gross Motor Skills

Children at the expected level of development will:

- negotiate space and obstacles safely;
- demonstrate strength, balance and coordination;
- move energetically through running, jumping, hopping, skipping, climbing and dancing.

Fine Motor Skills

Children at the expected level of development will:

- hold a pencil effectively for writing;
 - use a range of small tools safely and accurately;
 - show increasing precision and control in drawing and mark-making.
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7. Key Stage 1

Pupils will develop fundamental movement skills and become increasingly competent and confident in a broad range of physical activities.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching;
 - develop balance, agility and coordination;
 - participate in team games;
 - apply simple attacking and defending tactics;
 - perform dances using simple movement patterns;
 - engage in cooperative and competitive activities.
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8. Key Stage 2

Pupils will build upon their prior learning and apply skills across increasingly challenging contexts.

Pupils will be taught to:

- use running, jumping, throwing and catching in isolation and combination;
- play competitive games and apply attacking and defending principles;
- develop flexibility, strength, technique, control and balance;

- perform dances using a range of movement patterns;
 - participate in outdoor and adventurous activities;
 - compare performances and identify improvements;
 - work collaboratively and competitively;
 - achieve personal bests.
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9. Swimming and Water Safety

Swimming and water safety are statutory elements of the National Curriculum.

The school aims to provide swimming opportunities during Key Stage 2 through participation in the Durham Swimming Scheme.

By the end of Key Stage 2, pupils should be able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;
- perform safe self-rescue in different water-based situations.

Swimming attainment data is reported annually on the school website in line with statutory requirements.

10. Planning, Teaching and Assessment

Planning is based upon:

- National Curriculum requirements;
- EYFS Framework requirements;
- progression of knowledge and skills;
- assessment information;
- pupil needs and interests.

A whole-school curriculum map ensures full coverage and progression across all year groups.

Assessment is ongoing and informs future planning. Teachers use a range of methods including:

- observation;
- questioning;
- pupil self-assessment;
- practical performance;
- progression documents;
- curriculum assessment systems used within the school.

Assessment information is used to identify strengths, barriers to learning and next steps.

11. Inclusion and SEND

Stanley Crook Primary School is committed to ensuring that all pupils access a broad and balanced PESSPA curriculum.

Provision for pupils with SEND is made in accordance with:

- the SEND Code of Practice (2015);
- the Equality Act 2010;
- the school's SEND Policy.

Teachers will make reasonable adjustments where appropriate to ensure all pupils can participate successfully.

Adaptations may include:

- modifying tasks;
- adapting equipment;
- altering groupings;
- providing additional adult support;
- adjusting expectations and outcomes.

The S.T.E.P. approach (Space, Task, Equipment and People) may be used to support inclusion and progression.

12. Equality and Diversity

The school promotes equality of opportunity and does not discriminate on the basis of:

- age;
- disability;
- sex;
- race;
- religion or belief;
- gender reassignment;
- pregnancy and maternity;
- marriage and civil partnership;
- sexual orientation.

We recognise and respect cultural and religious beliefs and seek to remove barriers to participation wherever possible.

All pupils will have fair and equal access to high-quality physical education, school sport and physical activity opportunities.

13. Health, Safety and Welfare

The health, safety and welfare of pupils and staff are paramount.

Staff will:

- carry out appropriate risk assessments;
- ensure equipment is safe and fit for purpose;

- supervise activities appropriately;
- follow the school's Health and Safety Policy;
- consider medical needs and healthcare plans when planning activities;
- follow first aid procedures where required.

Pupils are expected to wear appropriate PE clothing and footwear.

Jewellery should be removed before participation in PE activities wherever possible. Where jewellery cannot be removed, appropriate risk assessment and control measures will be implemented in accordance with current afPE guidance and school procedures.

14. Safeguarding

All PE activities operate within the school's safeguarding framework.

Any external coach, instructor or provider must:

- comply with the school's Safeguarding and Child Protection Policy;
- hold appropriate qualifications and experience;
- have satisfactory DBS clearance where required;
- follow school procedures and professional conduct expectations;
- work under appropriate supervision and monitoring arrangements.

All concerns regarding pupil welfare must be reported in line with the school's safeguarding procedures.

15. PE and Sport Premium

The school uses Primary PE and Sport Premium funding in accordance with Department for Education guidance.

Funding is used to:

- improve the quality of teaching;
- increase participation in physical activity;
- enhance staff knowledge and confidence;
- broaden sporting opportunities;
- develop competitive sport;
- improve sustainability of provision.

Details of spending, intended impact, actual impact and sustainability are published annually on the school website in accordance with statutory requirements.

16. Mental Health and Wellbeing

The school recognises the significant contribution physical activity makes to mental health and emotional wellbeing.

PESSPA contributes to:

- self-esteem;
- confidence;
- resilience;
- teamwork;
- leadership;
- social development;
- emotional regulation;
- healthy lifestyle choices.

Physical activity forms an important part of the school's wider personal development and wellbeing provision.

17. Role of the Subject Leader

The PE Subject Leader is responsible for:

- leading curriculum development;
 - maintaining and improving standards;
 - supporting colleagues;
 - monitoring teaching and learning;
 - evaluating pupil progress and participation;
 - maintaining resources and equipment;
 - identifying professional development needs;
 - coordinating competitions and festivals;
 - monitoring the impact of PE and Sport Premium funding;
 - reviewing the policy regularly;
 - reporting to senior leaders and governors.
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18. Monitoring and Evaluation

The quality of PESSPA provision will be monitored through:

- lesson visits and observations;
- planning scrutiny;
- assessment information;
- pupil voice activities;
- staff feedback;
- participation data;
- club attendance;
- competition participation;
- PE and Sport Premium evaluations;
- governor monitoring activities.

Findings will inform future school improvement priorities.

19. Parental Engagement

The school values strong partnerships with parents and carers.

Parents are kept informed through:

- the school website;
- newsletters;
- Class Dojo;
- curriculum information;
- sporting events and celebrations;
- annual reports.

Parents are encouraged to support healthy lifestyles and physical activity beyond the school day.

20. Policy Review

This policy will be reviewed annually or sooner if changes to legislation, statutory guidance or school practice require amendment.